Cambridge Lessons in English

Book I

GEORGE SAMPSON

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CAMBRIDGE
LESSONS IN ENGLISH

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CAMBRIDGE LESSONS IN ENGLISH

BY

GEORGE SAMPSON, M.A.

BOOK I

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To be seriously concerned whether the mother-tongue is healthy or diseased and whether it is habitually used with propriety is really no trifling matter. Plato thought that radical changes in dress and habits portended disaster to a nation. I am much more inclined to believe that the downfall of a dominion and the humiliation of its high estate will ensue when the essential rightness of language falls into disrepute. Is it not as plain as can be that when the verbal currency is cheapened and debased, its image and superscription obliterated and forgotten, the minds of an abjectly passive and spiritless people are already ripe for slavery of some sort? On the other hand, never have we heard that any state or empire did not prosper at least moderately, as long as its zeal for exactness and grace of speech endured.

MILTON: *Epist. ad Benedictum Bonmatthaeum.*
(Paraphrased by G.S.)

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PREFACE

for TEACHERS

TEACHERS seem at times to think about books as the March Hare thought about butter. Put the best books (or the best butter) into the works, and the best results must follow. But no school book, however excellent, will work by the mechanical operation of its own goodness. In a sense there are no good books and no bad books: there are only good teachers and bad teachers. For present purposes a bad teacher may be described as one who expects books to work for him, and a good teacher as one who puts himself decisively behind any book, and adapts it to his own purpose and personality.

The present volumes are offered to teachers, therefore, not as a ritual, but as a repertory. No one is expected to take the whole or nothing. The wise teacher will choose here, reject there and adapt almost everywhere. The books are preparatory. They do not pretend to teach essay-writing or the art of creative composition. Their humbler purpose is to give our young essayists the command of simple expression that we assume to be theirs by nature. Long experience with "compositions" has compelled me to be slightly sceptical about this natural endowment, and I have therefore tried to assist nature, by providing exercises that may in-

crease the pupils' vocabulary, accustom them to the construction of sentences, and even develop their sense of right and wrong in the conduct of language.

As sets of exercises, like other inventions, must have form and order, I have arranged these on a basis of grammar. But observe: the grammar is intimated rather than imposed, and, indeed can be disregarded, if the teacher wishes. Thus, in Book III I have grouped conjunctions as "co-ordinative" and "sub-ordinative"; but it is not important that these ugly names should be known: what is important is that the behaviour of the "conjoined" sentences should be observed. The one is a matter of formal nomenclature; the other a matter of practical composition. Now the disrepute into which school grammar fell was justly caused by the exaltation of nomenclature and definition over construction and application. Children learned about relative pronouns in the abstract; they did not learn how to use relative pronouns in practice. So, when people condemn grammar (I have condemned it with the rest), it is grammar the formal science, and not grammar the useful art, that is condemned. The science of grammar, whether considered as logic or psychology, is not a study for the young. We cannot build up a system of grammar for the beginner as Euclid built up a system of geometry with a handful of axioms and postulates. At every step we take in grammar, language itself comes flooding in. Whether we begin with words or whether we begin with sentences, the flood inevitably awaits us. But we can escape it if we remember that what children need is *language*, not

grammar—language fertilised by grammar, not grammar exemplified by language.

The grammar of these books, therefore, is frankly empirical. The pupil will learn some grammatical terms by seeing words at work; but the work is always more important than the term. No pretence is made here of "beginning at the beginning," chiefly because there is no "beginning" to begin at. And there are no definitions. We do not need definitions of cats and dogs before we learn to distinguish them. We use our eyes and our common sense. So with the parts of speech. By their deeds we shall know them.

But whatever view we take of grammar, this is certain, that grammar cannot be kept out of the schools. Indeed, grammar, regarded as the good behaviour of language, must occupy us vigorously. We refuse to accept "Me and him went up the Park" or "I see him yesterday," or the semi-genteel "Between you and I," because they are "bad behaviour" in speech. We know perfectly well what they mean; but that is not enough: we demand decency as well as meaning. Peas, whether eaten with a knife or a fork, are equally good; nevertheless we frown upon the knife. It is possible to correct "Between you and I" without mentioning such words as "preposition" or "objective" or "grammar"; but the correction still remains a purely grammatical correction. We cannot teach the difference between "boys," "boy's" and "boys'" merely as a matter of spelling, without some appeal to grammar. Then why not appeal to it openly, instead of pretending

that we "don't teach grammar nowadays"? As I have said elsewhere, there are people who seem to believe that calling "good" an *adjective* is grammar, and therefore wicked; but that calling "good" a *describing word* is not grammar, and therefore admirable. The apparent advantage of the "not-grammar" is that it uses two words where one would do.

In arranging the lessons I have followed the traditional order and used the old-fashioned names; but the teacher can vary the sequence and adopt other terms. There is nothing in the books to prevent his saying "genitive" instead of "possessive"; and if he thinks that in the sentence "I punched Harry," *Harry* is accusative, but that in the sentence "I gave Harry a punch," *Harry* is dative, these pages will not impede his belief. Indeed, as I have said, the purely grammatical part of the books can be modified to suit any opinions or convictions. Some of my own terms, such as "non-stop verbs" and "full-stop verbs," are merely provisional devices for the young, and are not intended as serious contributions to grammatical terminology. The frequent repetitions of exercises are intentional. Thus, the adjective clause will be found treated under the head of Adjectives, and again under the head of Relative Pronouns. The adverb clause is discussed under the head of Adverbs, and again under the head of Subordinative Conjunctions. I have openly been inconsistent. I have set pupils to make sentences before they have been formally introduced to the sentence, on the principle that one is allowed to

drink water before one has learned anything about oxygen and hydrogen. This is the inconsistency of nature. Even the least-favoured of our pupils have been using sentences of a kind ever since they could speak connectedly.

The books are progressive, both individually and collectively. The second and third parts assume a knowledge of what has gone before and each book itself grows steadily harder. I have dealt as far as possible with the main simplicities of grammar: there are many difficulties not mentioned even in the third book. I have pretended that some very questionable differences actually exist, and I have been positive sometimes where doubt would have been more becoming. I see nothing wrong in a little artificial simplification. We have to pretend at the beginnings of other subjects. Does not the science master assist nature in some of his early experiments? And are not some of his elementary doctrines too beautifully simple to be true?

The exercises suggested are merely types. The teacher will be able to supplement and improve them, and even to add the gleam, by showing his class how to unite into complete utterances the single sentences with which I have chiefly concerned myself. Although in the exercises I have often used the traditional "write," I beg very earnestly that much of the work shall be oral. After thirty years of teaching I am convinced that the lack of good spoken language, especially in elementary schools, is the chief impediment to progress. Why does so much of the ex-pupil's school acquirement seem to drop away from him after a

few weeks or months? Mainly, I am sure, because it has never really become part of him through language. In other words, he hasn't been able to think about it. He has tried to learn in one language while living in another. We need not enter at this point the tangled thicket of controversy about "standard English." It is enough for our purpose that *The Times* can be read in Newcastle and *The Manchester Guardian* in London. What we should try to give our pupils in school is the "language of print"—the language in which *The Times* is printed, the language in which Shelley is printed, the language in which Macaulay is printed. Our pronunciation of this language of print need not be identical; but the language itself must be the universal language of English literature. It is this language that we must teach our pupils to read in, to write in, to speak in, to think in.

Teachers of English can learn something from the foreign language experts, for these know by experience that the best approach to living languages is by way of speech, and that a possible (perhaps the best) approach even to the dead languages is by way of speech. Now English, as treated in some English schools, must be counted one of the dead languages. Shall we not be encouraged, therefore, to apply the "direct method" to English, and teach our pupils to speak it? At present, where English is concerned, we appear to believe that the elementary schoolboy can learn to write perfectly a language that no one has ever taught him to speak. Let us have done with the silent class room. Let the English lesson hum with vocal activity. I know one delightful

class of small boys in an elementary school, where, after the first few decorous minutes, there is scarcely a child left sitting, such is their eagerness to contribute or interrogate.

But, of course, though the speaking of English must always take first place in school, the writing of English is very important. Those teachers who use "individual work" methods (may their tribe increase!) will find these books specially suited to their purpose. Indeed, when writing some of the pages, I have seen in my mind's eye the way in which they would be used by certain teachers with whom it has been my privilege to work.

The books are meant for such as can use them, irrespective of age. I think, roughly, that Book I should take us from 8 to 10 +, Book II from 10 + to 12 +, and Book III from 12 + to 14 +. After Book III the pupil should be ready to work at the kind of volume used in preparation for General Schools, Matriculation and similar examinations. I do not consider it a fault that in certain of the exercises I have sometimes thought of the pupils who are learning, or likely to learn, a foreign language; and I consider it a positive merit that I have thought all the time of English as English, and not as one in a row of identical abstractions called "languages." For the beginner, English is modern, current English, with a way of its own and a place in the world.

G. S

BARNES, S.W.
June, 1925

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Cambridge Lessons in English

Book One

I. GETTING UP

The world is so full of a number of things,
I am sure we should all be as happy as kings.

1. Names. If we want to enjoy *things* we must learn to know their NAMES. If we found ourselves in France or Italy, we should see there many of the things that we have at home; but it would be hard for us to ask for *bread* or *milk* or *house* if we did not know the French or Italian names for these things. We must learn as many names as we can. The more words we know, the richer and fuller the world is for us.

2. Let us begin with the names of things we see or use every day. We get up in the morning out of our *beds*. Think of all the things that make up a bed. There is first the *bedstead*. What is it made of? What are the two ends of the bed called? Now make a list of all the things that are put on a bedstead to make the bed nice to sleep in. When you

make a list of things with the words in lines, you must put a stop called a COMMA after each word thus:

Hat, coat, shoes, socks, trousers, waistcoat.

The first word should have a CAPITAL letter, and the last one should have a FULL-STOP after it.

3. When we are up and out of bed, we must have a good *wash* or *bath*. Make a list of all the things we use when we wash or bathe.

4. After we have washed, we *dress*. Make a list of all the *clothes* we put on.

5. When we are dressed, we are ready for our morning meal; but first let us look round, and make a list of all the *furniture* we find in bedrooms.

After that we can have breakfast. But first let us say very clearly and distinctly:

A little kettle of hot water.

Don't "swallow" the T's and L's.

II. PUTTING WORDS TOGETHER

6. Building with Words. Lists of words are like piles of bricks. But a pile is not a building. We can use bricks to build houses and churches; and so we can put words together to build sentences. Let us take some of the words we used in the last lesson. Here they are:

Bed, bedstead, iron, head, foot, spring-mattress, hair-mattress, bolster, pillows, sheets, blankets, counterpane.

We will put them together and make a kind of story about them[1]. Remember that when we have made a statement, we end by putting down a dot, called a full-stop; and remember, too, that when we make a list of things, we put a stop called a comma between the names.

My Bed

At night I go to sleep in something called a bed. In the morning I get up, or rise out of bed. A bed has many parts. The frame is called a

[1] The teacher will, of course, set similar exercises in connected statement whenever the lessons offer opportunities. It has been thought unnecessary to prescribe such exercises formally.

bedstead, and it is made of iron. In older times, bedsteads were made of wood. The end where I put my head is called the head of the bed, and the end where I put my feet is called the foot of the bed. On the frame is put a spring-mattress, made of strong wire. This holds our bodies up, but the springs bend a little, so that we can lie comfortably. It must be very uncomfortable to lie on hard boards that do not bend under us. On the spring-mattress is put a kind of thick cushion stuffed with wool or horse-hair, and this is also called a mattress. Some people have still another big cushion, stuffed with feathers, on top of the others; but feather-beds, as such things are called, are less common than they used to be, and many people do not have them now. Over the mattresses are spread two sheets, made of linen or cotton, and we lie between them.

But though we are covered by the top sheet, that is not enough to keep us warm; so over the top sheet we put one or two blankets made of thick, soft, fleecy wool, and over these we spread a white or coloured cover called a counterpane, or a quilt.

We do not lie flat in bed. We need to have our heads lifted up a little; and so we put at the head of the bed a small cushion called a bolster, and on top of that another soft cushion called a pillow, covered with a white pillow-slip or pillow-case. Some people do not like having a bolster as well as a pillow. The parts that touch our bodies, that is, the sheets and pillow-cases,

are made of white linen or calico, which can be easily washed and kept clean. The ends and edges of the sheets and blankets are tucked in so that they look tidy; and when a white or prettily coloured counterpane is spread over all the bedclothes, a bed looks very comfortable and delightful.

When we get up in the morning we must strip the clothes from the bed so that the mattresses can be aired, that is, be freshened by the morning air from the open window.

7. See how much we have been able to build up about a bed! Perhaps you would like to see if you can write a little story like this about your clothes or about the bedroom and its furniture.

Say this clearly:

Our beds and our bodies need lots of fresh air.

III. BREAKFAST

8. What is the meaning of the word *breakfast*? What is a *fast*? What is the name of the *room* in which we have breakfast? Let us look round it and make a list of all the *furniture* we find in it. Now look at the *table*. If we had to lay the table for breakfast

describe exactly how we should do it, and what things we should have to put on it.

9. When the table is ready, we can draw up our chairs and begin to eat and drink. Now make a list of all the things we can *drink* at breakfast, and then a list of all the things we can *eat*.

10. Put the words together to make a little story called "Having Breakfast."

Say clearly:

Hot water will melt the butter.

Let every T be sharply sounded.

IV. GOING TO SCHOOL

11. After breakfast we go to *school*; but before we go out, let us make a list of all the parts of the *house* we have used from the time of getting up to the time of leaving for school.

12. Outside the house is the *street*. Make a list of all the things that form a street.

13. Make a list of the things we may expect to notice in the street as we go along to school.

IV. GOING TO SCHOOL

14. Do you live in something named a *street*? Make a list of other names for rows or groups of houses. Write down your own address, and ask your teacher to write down the King's address in London. Then let your teacher ask you all to say clearly and exactly where you live.

Here is the school; but before you go in, repeat once or twice:

I must always say the names of places very plainly.

V. IN SCHOOL

15. We are now in school. Make a list of the chief parts of a school.

16. Next let us look round the room in which we are working and make a list of all the things it contains.

17. Then let us make a list of all the things we use in our daily lessons.

18. As we are in school we ought to learn something. Let us begin by learning something about *words*. Look at a *cupboard*. It has several *shelves*, and each shelf holds books or papers or other things for class use. If it

is a tidy cupboard, all the things have their proper places. If everything we used was thrown in a heap we should find it hard to get the things given out.

19. We sort out *words*, just as we keep *writing-books* apart from *sum-books*. There are several kinds of *words*, just as there are several kinds of *books*. The first words we learn to use are *names*. *Name-words* are called NOUNS. Think of all the lists of names we have made. All those words are *nouns*. Remember, it is the *name* that is the noun not the *thing*. Is a *dog* a noun? Of course not; but the *word* or *name* "dog" is a noun.

20. Well, here is a list of twelve nouns:

Boy, desk, pockets, road, cars, Ford, speed, London, sweets, kindness, Alice, Bob.

See if you can make up a sentence about each of the things named in that list.

21. Now make a list of twelve other nouns, and make up a sentence about each of the twelve things you have put in your list.

Say this clearly:

Play up, play up, and play the game.

VI. DINNER AND TEA

22. Having learned that all names are nouns, we have earned our dinner. So let us go home. If we have to lay the table for dinner, what things must we put on it?

23. Make a list of the things we can have to eat for dinner.

24. Make a list of the kinds of shops at which we can buy the things we can have for dinner.

25. After dinner we go back to school. As we go along we must remember the kind of words that we call nouns. Let us think of twelve names of things we should like to have as birthday or Christmas presents.

26. After school we come home to tea. Make a list of things we must put on the table for tea.

27. Make a list of the things we can eat or drink at tea.

28. Perhaps you would like to put some

of the words together to make a little story called "A Birthday Tea-party."

Say clearly:

I do like a little bit of butter to my bread.

VII. THE END OF THE DAY

29. We have had a busy day. We must not forget that *names* are called *nouns*. Let us make a list of twelve names of men who follow certain trades or callings for a living. Here are two: *carpenter*, *clergyman*. You can use those two, if you like.

30. What do we call the end of a day? Let us make a list of all the parts of a day.

31. Perhaps you would like to write a little story and call it "My Busy Day."

32. At bed-time it is nice to think of pleasant things, so let us make a list of twelve nice things—any sort of nice things you can think of. And don't forget that *names* are *nouns*.

Good night!

VII. THE END OF THE DAY

Say carefully:

Every day and in every way I am getting better and better.

VIII. TWO KINDS OF NOUNS

33. Of course we have all remembered that names are nouns. But there are two kinds of names. I have a dog and you have a dog. They are both dogs, but your dog is not my dog, and my dog is not your dog. They are both called *dogs*, but your dog has *a name of his own*, and my dog has *a name of his own*. Mine is called Bonzo and yours is called Mackie. My four-legged friend has two names, dog and Bonzo; yours has two names, dog and Mackie. One of those names belongs to both of them. Which name is that? Things belonging to everybody are said to be *common*. An open space of land is called a *common* if it is not one man's property, that is, if it is the kind of land that no one can put a fence round and say, "This is my property, and I shall build houses on it." Is your garden *common*? No; it is someone's *pro-*

perty. Is the air someone's *property*, or is it *common*? Near London is a great open space called Wimbledon Common. Why is it called a *common*?

34. The name *dog* is *common* to all dogs; the name *boy* is *common* to all boys. But besides their COMMON NAMES these things have their *own* names. Your dog's *own* name is Mackie: it is his PROPER NAME; and my dog's *proper* name is Bonzo. What is your own *common* name? What is your *proper* name?

Now make a list of twelve common nouns, and give each of them a proper name as well. Here are some examples:

COMMON NOUNS: *ship, girl, book.* PROPER NOUNS: *Oceanic, Alice, Little Women.*

Your teacher may like to give you some more examples.

Say clearly:

The swan swam over the sea;
Swim, swan, swim!
The swan swam back again;
Well swum, swan!

IX. PROPER NOUNS

35. We have learned that a thing's *own* name is a PROPER NOUN. It is very important to know about proper nouns, because in English every proper noun is spelt with a capital letter at the beginning. Here are some examples:

COMMON	PROPER
boy	Jack Robinson
day	Tuesday, Christmas Day
month	February
week	Holy Week
street	Fleet Street, Piccadilly
house or building	Vine Cottage, Windsor Castle, The Corner House, Ritz Hotel
poem	"If," "The Best School of All"
ship	The Victory, the Laurentic
sea	The Red Sea, the Indian Ocean
camera	Kodak, Ensign
shop	Harrods

36. Now let us write out some proper nouns. Give the names of:

Twelve streets, twelve boys, twelve girls, twelve houses or buildings, twelve songs, twelve countries, twelve books, twelve rivers, twelve mountains, twelve ships, twelve newspapers, twelve towns.

Say clearly:

We'll cross the fields to see the mill-wheel.

X. ADJECTIVES

37. We have learned that one kind of word is the *noun*. We must now learn something about a second kind of word called the ADJECTIVE. The word is a little hard to say, but we must take a little trouble to get it right. Say "ad-jec-tive" clearly in its three parts at first, and then you will be able to say the whole word nicely. When we were very young we heard many adjectives like these: "*pretty* light," "*nice* dinner," "*good* baby," "*dirty* hands," "*funny* man."

38. Now that we are able to speak well, we should be able to use words that *describe* things, as well as words that *name* things. And we do use them constantly. We say "*good* try," "*many* people," "*hard* luck," "*some* cows," "*silly* game," "*fast* ball," "*dull* book." Thus we use *adjectives* with our *nouns*.

39. Put a good adjective in front of each of these nouns:

Day, dog, water, pen, ink, grass, jump, horses, story, frock, boots, animals.

40. We can put adjectives *after* nouns as well as *before* them; we can say "The sea is *rough*," "the tram is *full*," "my hands are *dirty*," "the match was *exciting*," "that dog seems *hungry*."

41. Put a good adjective at the end of these sentences:

Mary was....
Our cat is rather....
The fire was....
Roses are....
The wind is very...to-day.
Some books are rather....
Your answer was....
Will *the crowd* be very...?
Isn't *that picture*...?
The load was much too....
My kitten's eyes are quite....
Second thoughts are....
My cold is much....
The poor beggar seemed to be....
Cheating is....
His manners are....
This apple is not very....

I fear *this egg* isn't quite....
Winter sports must be very....
Greediness makes boys....

42. Now make six more sentences like these, and underline the noun and adjective in each.

43. Make a list of twelve names of animals, each with an adjective in front of it—like this: the *sly* fox.

Say clearly:

The Tube railway trains are almost always full.

XI. A PIECE FOR PRACTICE

44. Read this passage carefully:

Selim had a rough time at the hands of the fierce Arabs, and found himself penniless and almost naked. So he slowly took his way to Basrah, where he found a great ship called *The Mercy of Allah*, sailing for Serendib, that sweet island in the Indian Ocean, where the seas are calm and the breezes rich with the scent of lovely flowers. The unhappy Selim fell on his knees before Kala the captain, and begged him in the name of the Prophet to be gentle and merciful to a poor youth. Kala, though he looked fierce and terrible with his dark brown face and long white beard, was really kind, and

he took Selim on board, gave him some fresh garments, and set him to make the deck clean. On the next day the ship sailed for Serendib; but Eurus, that fierce wind, blew them out of their course towards a strange land called Andrim, ruled by a mighty magician, whose name was Ab-ab. This cunning sorcerer dwelt in a wonderful city named Fortis, encircled by glittering walls of brass. The town was square in shape, and from the four corners of the high, thick walls rose great towers made of gleaming metal, in each of which stood an armed watchman holding a great trumpet and gazing before him across the desert, upright and still, like a golden statue.

45. Read the piece aloud carefully, saying every word clearly.

46. Pick out all the proper nouns.

47. Pick out all the common nouns.

48. Pick out all the adjectives.

49. A collective exercise: go through the piece again, and see how many of the nouns and adjectives you could change to others. Change the proper nouns first, then the common nouns, and then the adjectives.

Say clearly:

Three thrushes thrilled us through and through with their throbbing melody.

XII. NOUNS AND ADJECTIVES

50. Many adjectives are DESCRIBING words: *blue* sky, *empty* bottle, *strong* castle, *dreadful* sound. These adjectives tell us *what kind* of thing we are talking about. That is, they tell us about some *quality* of the thing.

51. But some adjectives do not tell us anything about *kind* or *quality*. Look at these words: *several* shops, *many* people, *seven* sleepers, *both* ends. These adjectives tell us about *quantity*, and not about *quality*. They tell us *how many* or *how much*, and not *what kind*. "There are *seven bright* stars in a group." What does *seven* tell us about the stars? What does *bright* tell us about the stars?

52. Now put an adjective of number or quantity in front of each of these nouns:

Milk, cups, loaf, slices, people, jam, eggs, noise, noises, mutton, sheep, lambs.

53. Put nouns with these adjectives:

Double, twelve, several, all, two dozen, many, no, some, sixteen, both, first, few.

54. We can put adjectives of quality *after*

or *before* nouns: we can say "This is a *sour* apple" or "This apple is *sour*." But we do not often put adjectives of quantity or number *after* the nouns; we do not say "These apples are *six*," but "There are *six* apples." But the poets sometimes put adjectives of number after the nouns. See how lovely these lines are:

> She had *three lilies* in her hand,
> And the *stars* in her hair were *seven*.

Ask your teacher to read to you Revelation xxi, 9–21, to show you how beautiful adjectives of number can be.

Say clearly:

The first shall be last, and the last shall be first.

XIII. KINDS OF ADJECTIVES

55. As we have already learned, some adjectives tell us *what kind* of thing we are talking about, and others tell us *how many* things or *how much* of anything we mean. Look at these words: *good* play, *forty* years, *twenty* men, *loud* bells, *a* fish, *an* egg, *two* rolls, *stale* bread, *some* salt, *red* pepper, *no*

bananas. Make two lists, putting the adjectives of *quality* in one, and the adjectives of *quantity* in the other.

56. But there are other adjectives, besides these. There are the adjectives that POINT OUT WHICH THING WE MEAN. Here are some: *the* king, *this* book, *those* girls, *the second* boy, *the last* man, *the fifth* row, *that* boat, *the third* ball, *those* chairs.

The POINTING ADJECTIVES are easy to remember. They are *this*, *that*, *these*, *those*, and the ADJECTIVES OF ORDER, *first*, *second*, *third*, *fourth*, *hundredth*, *last*.

Then there are the SHARING ADJECTIVES: *each* boy, *every* girl, *either* piece, *neither* way.

57. Let us think of all the kinds of adjectives we know:

i. Adjectives of Quality.
ii. Adjectives of Number.
iii. Adjectives of Quantity.
iv. Adjectives of Order.
v. Adjectives that Point Out.
vi. Sharing Adjectives.

58. Here are some exercises. Pick out the

adjectives, and say which kind each belongs to:

Sixteen men on the dead man's chest; a fine day; the tenth day of December; the first shall be last, and the last shall be first; many waters; much grass; every picture; splendid results; the best school of all; red shirts; white shoes.

Say carefully:

Here beginneth the eleventh verse of the twenty-ninth chapter of the third epistle. The twenty-eighth of February. The fifth of November. The sixth month and the ninth month.

XIV. NUMBER

59. A noun that is the name of *one* thing is in the SINGULAR NUMBER. The nouns *boy*, *Jack*, *kindness*, *flock*, *pudding*, *crowd*, *Rolls-Royce* are all in the singular number.

60. Make a list of twelve nouns all in the singular number.

61. A noun that is the name of *two or more* things is in the PLURAL NUMBER. Get the name *plu-ral* right. Practise saying each half clearly. The nouns *desks*, *cakes*, *pens*, *shrimps* are all in the plural number.

62. Make a list of twelve nouns all in the plural number.

63. You will see that we can turn nouns from singular to plural by putting the letter s at the end of the singular, as in these examples:

Boy, boys. Lamp, lamps. Paper, papers. Apple, apples.

64. Make a list of twelve nouns in the singular number, and make them plural by adding the letter s at the end.

65. That is easy. But if you try to put the letter s at the end of *fish* you will find the word very hard to say. I once saw in a French shop the word "sandwichs." Can you say it? Instead of *fishs* or *sandwichs* we have to say *fishes* or *sandwiches*. What have you put at the end of *fish* to make it into *fishes*?

66. Now turn all these into the plural number:

Ass, dress, loss, mass, kiss.

67. Turn these into the plural number:

Ash, dash, lash, wish, rush.

68. Turn these into the plural number:

Church, birch, arch, march, perch, torch.

69. Turn these into the plural number:

Box, tax, six, fox.

70. Now go back over all the examples and notice the difference between the words in the different lists. Look at the *endings*.

Say clearly:

Pick up the largest sticks first.

XV. MORE ABOUT NUMBER

71. Make a list of twelve nouns with plurals ending in S.

72. Make a list of twelve nouns with plurals ending in ES.

73. Now look at these nouns and see if you can write out their plurals:

Cargo, potato, tomato, negro, echo, hero, buffalo, domino.

Be sure you remember how to spell both the singular and plural of these words.

74. Now form the plurals of these nouns:

Cry, fly, fairy, dairy, baby, hobby, tabby.

75. Try to find some more nouns like these that form their plurals by changing Y into I and then adding ES.

76. Form the plurals of these words:

Monkey, donkey, journey.

77. Try to find some more nouns that do not change the Y into I before adding S.

78. All the plurals we have taken in this chapter are "catches" in spelling. See if you can write out both the singular and plural from *dictation*. Perhaps you would like to write a story, using as many of these words as you can.

Say carefully:

Castles and palaces, temples and mosques.

XVI. STILL MORE ABOUT NUMBER

79. Form the plurals of these nouns:

Leaf, loaf, calf, wolf, shelf, half.

80. See if you can find some more nouns that form their plurals by changing F into V before adding ES.

81. Here are some that do not change F into V. Write their plurals:

Roof, hoof, dwarf, chief, grief, reef, waif.

82. Turn these nouns into the plural number:

Safe, fife, life, knife, wife.

83. See if you can write the plurals of these words:

Ox, child, man, mouse, woman, foot, tooth, goose.

84. Now write a little story and use as many of the words as you can from this exercise. You may use either singular or plural, or both.

85. Say clearly:

Now the hungry lion roars,
And the wolf behowls the moon.

Write these lines again, putting *lion* and *wolf* into the plural number and altering any other words to match.

86. Write out the following sentences, changing the nouns in brackets into the plural number:

The (*negro*) were not fond of (*potato*); they preferred (*tomato*).

The (*wolf*) attacked the (*calf*) but were driven off by a band of (*dwarf*). The (*cry*) of the (*wolf*) made (*echo*) among the (*reef*).

Most (*child*) as well as (*man*) and (*woman*), and even (*baby*), have had trouble with their (*tooth*).

Three blind (*mouse*), see how they run; they all ran after the farmers' (*wife*), who cut off their (*tail*) with carving (*knife*); did ever you see such a thing in your (*life*) as three blind (*mouse*)?

XVII. GENDER

87. A boy is a *male* thing; a girl is a *female* thing; a cousin may be *either* male *or* female; a table is *neither* male *nor* female.

88. That is easy. But we must now learn some important words.

The names of *male* things are MASCULINE.
The names of *female* things are FEMININE.
The names of things *either* male *or* female are COMMON.
The names of things *neither* male *nor* female are NEUTER.
The difference between male and female things is a difference of SEX.
The difference between masculine and feminine words is a difference of GENDER.

Try to get this difference clear in your heads:

male sex—masculine gender.
female sex—feminine gender.
either sex—common gender.
neither sex—neuter gender.

What *gender* do you belong to? No: you do not belong to any gender at all; you belong to the male sex or the female sex. It is *words* that have gender.

89. Now write twelve words in the masculine gender, twelve words in the feminine gender, twelve words in the common gender and twelve words in the neuter gender.

90. Some feminine nouns are formed from the masculine. Write the feminine of:

Actor, emperor, tiger, George, lion, hero, duke, giant, master.

91. See if you can find the feminine nouns that match these masculines:

Boy, brother, lord, horse, king, lad, nephew, sir, son, uncle, boar.

92. See if you can find the masculine nouns that match these feminines:

Cow, hen, duck, mother, nun, goose, wife, woman, witch.

Say carefully:

Come unto these yellow sands,
And then take hands.

XVIII. THE POSSESSIVE CASE

93. We have seen that we change the spelling of nouns for *number*, as in *boy*, *boys*; *daisy*, *daisies*. We must now learn another very important change in the spelling of nouns. Look at these words:

The boy, the boys, the boy's coat, the boys' coats.

When we want to show that a boy *possesses* something, like a cap or a bat, or boots, or brains, we write the word like this: BOY'S; and we say that it is in the POSSESSIVE CASE.

94. Now think of something belonging to these things, and write out both in full:

The dog, my uncle, Dick, a horse, your brother, that policeman.

Here are some examples: the dog's eagerness, my uncle's pipe.

95. Fill up the blanks here with some sensible words:

The puppy's..., the bird's..., the batsman's..., the postman's....

96. Fill up the blanks here with sensible nouns in the possessive case:

My...dog, the...oilskin, a...love, a...courage, this...book, the...box, his...ball, his...doll, a...rifle, the...broom, the...bell, the...arrows.

97. But all these are in the *singular number*. What do we do when the possessive is *plural*? If we mean the *coats* belonging to *several* boys, we write the words thus: *the boys' coats*. Here are some exercises for you to write. Turn these possessives into the plural:

The *boy's* cap, the *dog's* tail, the *cat's* eye, the *soldier's* rifle, the *father's* child, the *scout's* pole, the *pig's* head, my *cousin's* house, my *brother's* age, the *girl's* frock, a *teacher's* room, the *speaker's* remarks, a *lady's* cloak, an *officer's* sword, a *sailor's* trousers, my *sister's* shoes, a *visitor's* umbrella, a *doctor's* carriage, a *lawyer's* wig, a *swimmer's* movements, a *shilling's* worth.

Here are some examples:

SINGULAR	PLURAL
A dog's tongue.	The dogs' tails.
A bird's beak.	The birds' wings.

98. Now see if you can find something possessed by the following things, and write the whole down in the singular:

Fish, ass, fox, negro, fairy, baby, wolf, wife, lady, fly, hero.

Now try to write them all down in the plural.

99. We can say "A man's coat" and we can say "Mr Smith's coat." See if you can give the possessive of the following words, adding the name of something possessed: Mr Pickwick, Miss Burch, Mrs Jones, St Matthew, St James, The King of England, The Prince of Wales.

100. Write the possessive case, singular number, of these words, giving the name of something possessed:

Child, ox, man, woman, goose, mouse.

Now write the possessive case, plural number, of the same words, giving the name of something possessed.

[Some people like to say *genitive case* instead of *possessive case*. You will use the term which your teacher prefers.]

Say clearly:

Arthur. Must you with hot irons burn out both mine eyes?
Hubert. Young boy, I must.
Arthur. And will you?
Hubert. And I will.

XIX. PRONOUNS

101. We have learned that the words we call nouns are the names of things. We must now learn that there are other words beside nouns that stand for things. If you say "I've lost a ball; have you seen it?" the name-word *ball* stands for the thing you have lost. The word *it* also stands for the thing you have lost, but it is not a name-word. If you went up to a man and said, "I have lost it, have you seen it, please?" he would not know what you meant.

102. The word *it* has no meaning by itself; we give the word *it* a meaning here when we make it stand instead of the name *ball*. So it is not a *noun*, but a PRONOUN.

103. Pronouns are words that do part of the work of nouns. They are very useful, because they save us from repeating the same word over and over again. The one thing pronouns cannot do is *to name things*.

104. We have already learned something about *gender*, *number*, and *case*. Many pro-

nouns have gender, number, case, and something else called PERSON.

The pronoun *I* stands for a person speaking about himself.

It is in the FIRST PERSON.

The pronoun *you* stands for a person spoken to by the speaker.

It is in the SECOND PERSON.

The pronouns *he*, *she* or *it* stand for a person spoken about by the speaker.

They are in the THIRD PERSON.

105. Arrange these pronouns in their three persons:

We, they, ours, its, he, hers, me, thou, them, thee, you, it, she, yours, her, him, theirs, his, I, mine, us.

Say clearly:

Hail, mortal, hail, hail, hail!

XX. PRONOUNS: FIRST PERSON

106. Look at these pronouns:

I have a dog.
The dog is *mine*.
The dog loves *me*.
We have a dog.
The dog is *ours*.
The dog loves *us*.

What is the *person* of all these pronouns?
What is the *number* of *I*, *mine*, *me*?
What is the *number* of *we*, *ours*, *us*?
What is the *case* of *mine*, *ours*?
What is the *gender* of all these pronouns?

107. We might as well learn the names of the other cases. We will learn just their names, and leave the meaning until later on.

I and *we* are in the NOMINATIVE CASE.

Me and *us* are in the OBJECTIVE CASE.

[Some people call the OBJECTIVE CASE the ACCUSATIVE CASE. You will use the name your teacher prefers.]

108. Let us arrange our pronouns in this form; you will find it easy to remember:

FIRST PERSON

	SINGULAR NUMBER	PLURAL NUMBER
Nominative Case	*I*	*we*
Possessive Case	*mine*	*ours*
Objective Case	*me*	*us*

109. If you look at that form you will see that *ours* is a pronoun of the *first person*, *plural number*, *possessive case*.

Now see if you can describe *us*, *mine*, *we*, *ours*, *me*, *I*.

110. Fit any of these pronouns into the following sentences:

i. ...all went to the seaside.
ii. Father took...all to the seaside.
iii. ...am a good swimmer.
iv. That spade is....
v. Those seats are....
vi. That wave splashed....
vii. ...are all getting brown.
viii. All of...are getting brown.
ix. Their tent is not so pretty as....
x. That dog nearly knocked...down.
xi. ...swam six strokes all by myself.
xii. Your pail holds more than....
xiii. Let...all take hold of hands.
xiv. ...am afraid that...shan't be able to go out to-day. It is raining, and the rain may wet ...all.

*111. Describe all the pronouns you have used in these sentences. Thus, *I* is a *pronoun*, *first person*, *singular number*, *nominative case*.

Say clearly:

At eve the beetle boometh
Athwart the thicket lone.

* This exercise should be omitted if it seems too difficult at this stage.

XXI. PRONOUNS: SECOND PERSON

112. Look at these pronouns:

Do *you* want some stamps, sir?
Those stamps are *yours*, sir.
Here is someone to see *you*, sir.
Can *you* all see the board?
The other classes have their things ready, where are *yours*?
I want *you* all to look this way.

What is the *person* of all these pronouns?

What is the *number* of *you*, *yours*, *you*, in the first three sentences?

What is the *number* of *you*, *yours*, *you*, in the last three sentences?

What is the *gender* of all these pronouns?

What is the *case* of *yours*?

113. Let us arrange these pronouns in this form:

SECOND PERSON

	SINGULAR NUMBER	PLURAL NUMBER
Nominative Case	*you*	*you*
Possessive Case	*yours*	*yours*
Objective Case	*you*	*you*

XXI. PRONOUNS: SECOND PERSON

Find which of these pronouns will fit the following sentences:

i. Have...a ticket, sir?
ii. This hat must be..., sir.
iii. Now boys, are these things...?
iv. I am sorry if I have hurt....
v. I want...all to meet at nine to-morrow morning.
vi. Now, girls,...must not get excited.

*114. Describe the pronouns in these sentences.

115. There are other pronouns of the Second Person: *thou*, *thine*, *thee*, *ye*; but they are found only in prayers and poetry, and in books written two or three hundred years ago.

Say clearly:

> At noon the wild bee hummeth
> About the moss'd headstone.

XXII. PRONOUNS: THIRD PERSON

116. Look at these pronouns:

He has a new dog.
Is that dog *his*?
The dog seems to like *him*.

* This exercise should be omitted if it seems too difficult at this stage.

She has a new dog.
Is that dog *hers*?
The dog seems to like *her*.
It looks like Thompson's book.
The book has no name on *its* cover.
Somebody must have lost *it*.
They have a new dog.
Is that dog *theirs*?
The dog seems to like *them*.

What is the *person* of all these pronouns?

What is the *number* of *he*, *she*, *it*, *his*, *hers*, *its*, *him*, *her*?

What is the *number* of *they*, *theirs*, *them*?

What is the *gender* of *he*, *his*, *him*?
she, *hers*, *her*?
it, *its*?
they, *theirs*, *them*?

What is the *case* of *his*, *hers*, *its*, *theirs*?

117. Let us arrange these pronouns in this form:

THIRD PERSON

	SINGULAR NUMBER			PLURAL NUMBER
	Masculine	Feminine	Neuter	All Genders
Nominative Case	*he*	*she*	*it*	*they*
Possessive Case	*his*	*hers*	*its*	*theirs*
Objective Case	*him*	*her*	*it*	*them*

*118. Describe fully the words *he*, *hers*, *its*, *his*, *him*, *she*, *her*.

119. Find which of the third person pronouns will fit the following sentences:

i. Give a man a horse...can ride.
ii. Is that your cup or...?
iii. Poor Mr Smith. I liked...very much.
iv. A good mistress likes a servant that...can trust.
v. Has Mrs Jones gone? I think this umbrella is....
vi. I like Mary because I feel that I can trust....
vii. Look at that house!...was nearly blown down.
viii. Look at that house!...roof was blown off.
ix. What blew...off?
x. Tell those boys that...must wait.
xi. Tell those girls that...must wait.
xii. The great hills of the South Country,... stand along the sea.
xiii. These boys know their parts; the others seem to have forgotten....
xiv. These girls know their parts; the others have forgotten....
xv. Some books have nothing on their edges, but others have gold on....
xvi. I like those boys because I can trust....
xvii. I like those girls because I can trust....
xviii. Do you like parsnips? I hate....

* This exercise should be omitted if it seems too difficult at this stage.

*120. Describe the pronouns in these sentences.

121. Put the right pronouns into this verse, and describe them:

Little Bo-peep has lost...sheep,
And doesn't know where to find...;
Let...alone and...will come home,
And bring...tails behind....

Say clearly:

At midnight the moon cometh
And looketh down alone.

XXIII. PRONOUNS: ORDER AND FORM

122. Pronouns have *three persons*, as we have already learned. What is the First Person? What is the Second Person? What is the Third Person? We must now learn something about the *order* of Persons when we are talking. The three parties usually concerned in a conversation are *I*, *you*, and *he* (*she*), or *we*, *you*, and *they*.

123. When I am talking to *you*, it is polite

* This exercise should be omitted if it seems too difficult at this stage.

to put *you* first and myself last. So I must always say *You and I.* If I mention somebody else, I must put that person *before myself*, but *after you.* I must always say *He and I*, or *She and I*, or *You and he and I*, or *You and she and I.* If names are mentioned, the same rule is followed: person spoken to *first*, person spoken about *second*, and the speaker himself *last.* So I say: *You and Harry, Mary and I, You and Tom and I, You and all the others, You, the others, and I.*

This is very important, and you must practise saying the right words till you know them as you know your tables.

124. Learn these sentences:

i. *You and I* must go together. (We two)
ii. *You and he* must go together. (You two)
iii. *He and I* must go together. (We two)
iv. Are *you and I* still friends? (We two)
v. Are *you and she* still friends? (You two)
vi. Are *she and I* like one another? (We two)
vii. I wonder if *you and I* will meet again? (We two)
viii. I wonder if *you and he* will meet again? (You two)
ix. I wonder if *he and I* will meet again? (We two)

125. Learn this verse:

Birds of a feather in breezy weather
Flock in the wind-swept sky.
So *you and she* must go together
And so must *he and I*.

126. Learn these verses:

i. "The wind is loud, but I hear him cry,
Sister Helen,
That Keith of Ewern's like to die."
"And you and he, and you and I,
Little brother."
(*O Mary, Mary Mother,*
And they and we, between Hell and Heaven.)
(ROSSETTI, slightly altered)

ii. My sister Emmeline and I
Together played.

iii. That is a work of waste and ruin,
Do as Charles and I are doing.

iv. Hither as soon as spring is fled,
You and Charles and I will walk.

v. So in the churchyard she was laid,
And when the grass was dry,
Together round her grave we played,
My brother John and I.

vi. As through the land at eve we went,
And pluck'd the ripened ears,
We fell out, my wife and I,
O we fell out, I know not why,
And kissed again with tears.

127. Put pairs of words (like *You and I*, *Mary and I*, etc.) in these sentences:

i. Both...liked that book.
ii. When will...go there again?
iii. If...quarrel it will not be my fault.
iv. It was not my fault that...quarrelled.
v. Let them go;...will stay at home.
vi. I will stay at home, but...may go.
vii. I shall be able to go if...will stay at home.
viii. Don't grieve;...will comfort each other.
ix. I hear that...are friends again.
x. ...must take care of each other.
xi. ...will act as monitors next week.
xii. Will...please come to me at twelve.

Say clearly these words:

The callow throstle lispeth.

XXIV. PRONOUNS:
THE OBJECTIVE CASE

128. Pronouns are the most catchy words in our language. If you look at the last three lessons again, you will see that the same person must sometimes call himself *I* and sometimes *me*. You will see that there is a difference of form between the *nominative* and *objective* cases of several pronouns. (If

your teacher prefers, you may say *accusative* instead of *objective*, wherever it appears.)

NOMINATIVE	OBJECTIVE
I	*me*
we	*us*
he	*him*
she	*her*
they	*them*

That is, there are five pronouns with different forms for nominative and objective. How shall we know which to use? The easiest way is to hear which sounds right. You can learn rules later on. Now use all the five right words to finish each of these sentences, i.e., each sentence will be written five times, with a different pronoun at the end of each:

The mysterious figure drew near....
The robbers began to chase...
The spider sat down beside....
They are all gone, except....
It was not done by....
The rain wetted....
The King rewarded....
The Queen spoke to....
The noise frightened....

129. All that is easy. The trouble comes when we have to put several pronouns together, or to put a noun and a pronoun

together. Now fill up the blanks here with the five objective pronouns:

After you and..., before you and..., between you and..., all except you and..., near you and..., towards you and..., with you and ..., against you and..., around you and..., on account of you and..., below you and..., beneath you and....

130. Now finish these sentences with all the five objective pronouns—that is, each sentence will be written five times with a different pronoun at the end of each:

She warned Miss Roberts and....
He thanked Jones and....
They asked Mr Smith and....
He questioned Brown and....
The lady visited Miss Thomson and....
She suddenly appeared before Gladys and....
Hilda thrust herself between Doris and....
Jones came upon Smith and....

131. Perhaps some of the difficulties will go if you practise the objective pronouns in this way:

After you and after me = after you and me
After you and after her = after you and her
After you and after him = after you and him
After you and after them = after you and them
After him and after me = after him and me
After her and after me = after her and me

132. The "me" endings are usually the catchy ones. Practise the examples the reverse way, i.e., expanding "after you and me" to "after you and after me."

133. Practise the exercise with a *noun* and "me," e.g., "After Jones and me."

Practise a noun and "me" with such words as *at*, *by*, *in*, *on*, *with*, *to*, *from*, *about*, *above*, *before*, *behind*, *below*, *without*, *against*, *except*. Make sentences if you can.

134. Remember such common forms as *between you and me*, *between him and me*, *between them and me*, *between Jones and me*, *between Mary and me*, *between her and me*.

(The difficulties of case and order in pronouns should be a matter for constant revision.)

Say carefully:

> Thy silver dishes for thy meat
> As precious as the gods do eat,
> Shall on an ivory table be
> Prepared each day for thee and me.
>
> (MARLOWE)

XXV. THE JOINING PRONOUNS

135. There are some important pronouns that do two different kinds of work:

i. They stand for things.
ii. They join sentences.

These are the JOINING PRONOUNS: *who*, *whose*, *whom*, *which*, *what* and *that*.

Let us see how they work.

i. There was an old woman. *She* lived in a shoe.

Here we have two sentences. But if I put the *joining pronoun* "who" instead of the *personal pronoun* "she," the two sentences become joined together:

ii. There was an old woman *who* lived in a shoe.

Here is another example:

i. Unfortunately he took the road. *It* led in the wrong direction.

Instead of *it* we can put *which*, and the two sentences become joined together:

ii. Unfortunately he took the road *which* led in the wrong direction.

136. Here are several pairs:

i. What shall he have? *He* killed the deer.
ii. What shall he have *who* killed the deer?

i. I like the boy. *His* temper is good.
ii. I like the boy *whose* temper is good.

i. This is the girl. *Her* pluck saved us.
ii. This is the girl *whose* pluck saved us.

Now we come to an important difference:

i. This is the boy. I like *him.*

What *case* is "him"? Instead of *him* I must put *whom* (for *who* would be wrong—why?).

ii. This is the boy. I like *whom.*

But that will not do, for *whom* must join the sentences; so I have to move it:

iii. This is the boy *whom* I like.

137. Here are other examples:

i. This is the house. Jack built *it.*
ii. This is the house. Jack built *that.*
iii. This is the house *that* Jack built.

i. This is the horse. *It* won the race.
ii. This is the horse *which* won the race.

i. Here is the house. The lightning struck it.
ii. Here is the house. The lightning struck *which.*
iii. Here is the house *which* the lightning struck.

XXV. THE JOINING PRONOUNS

138. Now see if you can put *who*, *whose*, *whom*, *which*, or *that* in these sentences:

i. Yonder comes the man...saved the king.
ii. Yonder comes the horse...the king rode.
iii. Yonder comes the man...the king rewarded.
iv. Here is a stream by...I shall rest.
v. Heaven helps those...help themselves.
vi. Here is a letter...I have forgotten to post.
vii. Why, that is the book...I have been looking for.
viii. It was Jones...I met, not Smith.
ix. Have you thanked the man...helped us last night?
x. Have you returned the book to the man to... it belongs?
xi. Dogs like people...are kind to them.
xii. Dogs love the kind people to...they belong.

139. See if you can "unjoin" these sentences, putting *he*, *his*, *him*, *it*, *they* or *them* instead of the *joining pronouns*.

140. Notice that the sentence beginning with a joining pronoun sometimes goes into the middle of another sentence:

i. The book is very interesting. You gave me *it*.
ii. The book is very interesting. You gave me *which*.
iii. The book *which you gave me* is very interesting.

i. The man is getting better. *He* was ill.
ii. The man is getting better *who* was ill.
iii. The man *who was ill* is getting better.

XXV. THE JOINING PRONOUNS

141. Now put sentences beginning with *who*, *whose*, *whom*, *which*, or *that* into these other sentences:

i. The book...is delightful.
ii. My uncle...has come home.
iii. That bicycle...is sold.
iv. The cousin...has gone to America.
v. That watch...belonged to Mr Smith.
vi. The path...is the one I like best.
vii. The doctor...proved very helpful.
viii. The wall...has stood firm.
ix. Most of the food...comes from abroad.
x. The friend...has not written to me.
xi. The house...has been taken down.
xii. The horse...came in last.

Say carefully:

Three thin threads held them thus together.

XXVI. LONGER DESCRIPTIONS

142. We can call the sky *clear*, *blue*, *stormy*, *cloudy*, *wild*, *threatening*. These are single words. We can also describe the sky and other things by putting *several words* together. Look at these examples:

A *wild and stormy* sky.
A sky *wild and stormy*.
The sky is *wild and stormy*.

A *calm and cloudless* night.
A night *calm and cloudless.*
The night is *calm and cloudless.*
A night *of a thousand stars.*

143. Now notice how you can build up a description:

A *hungry* fox....
A fox, *feeling hungry*,....
A fox, *eager for food*,....
A fox, *wild for want of food*,....
A fox, *with the fierceness of hunger*,....
A fox, *who had eaten nothing for several days*,....

Now see if you can make these descriptions longer in the same sort of way:

A *strong* city, A *splendid* ship, *Many-towered* Camelot, A *glittering* throng, A *silent* man, Colours *gay*, A *magic* web, The *lighted* palace, A *curly* shepherd lad, A *lovely* face, An *ancient* mariner, The *glorious* sun, A *weary* time, The *horned* moon, *Gentle* sleep, A *hasty* glance.

144. Here are a few more of these longer descriptions: *with flashing eyes*; *looking round the hall*; *of steady habits*; *which I like*. Can you make sentences containing these descriptions? Here are some:

With flashing eyes, the hero called his men to come on.

Looking round the hall, the king began to speak.
A boy *of steady habits* will be respected and trusted.
There is a statue *which I like* in the next room.

Here is another set of sentences with the same descriptions:

The lady, *with flashing eyes*, refused his request.
The accused man, *looking round the hall*, at last saw his friend.
Mr Merryweather was a man *of steady habits*.
These are the ones *which I like*.

145. Now see if you can make up sentences containing the following descriptions. You can put them anywhere in the sentence, as long as they fit nicely and *describe some person or thing*. It is specially important that the *name of the thing described* should come *just before* or *just after* the description, as in the examples given in § 144.

Bowing his head for shame; with eager eyes; determined to win; of great wealth; who had sworn to be silent; which I greatly admire; speaking with great clearness; wiping the tears from her eyes; of many tricks; that had seen many days; blowing his horn; though nearly washed away; with garlands dressed; roaring with fury; which fell to my share; to be well shaken; belonging to him; spreading his wings;

drawing his sword; holding his shield before him; approaching the princess; careless of death.

Say clearly:

The babbling runnel lispeth.

XXVII. VERBS

146. We have learned something about three important kinds of words or parts of speech, the NOUN, the ADJECTIVE and the PRONOUN. We have now to learn something about another most important part of speech, the VERB. We use verbs every time we make a statement. We have been using them ever since we learned to talk. If I say just the single word "baby," I have not really said anything; but if I say "baby cried," I have said something with a meaning. I have made a statement. Here are some easy verbs:

The horse *ran*; the rain *poured*; the wind *howls*; the motor *skidded*; the windows *rattle*; the kettle *boils*.

147. Now finish these statements by adding sensible verbs—one word only will do:

The lightning...; the horse...; roses...; the grass...; the lion...; all the dogs...; last

night I...; the chimney...; my foot...; the door...; the tree...; my tooth...; I...my ankle; she...her doll; most boys...fat; she... her music; father...the lawn; Bonzo...a slipper; my sister...her bag; I...fifty runs; mother...some lovely cakes; Miss Jones... tennis beautifully; Mr Huxdell...us science; Shakespeare...many plays.

148. Many of the verbs we use are in *two words*; but the two words make only *one verb*. We say:

Spring *is coming*; my tooth *did ache*; the wind *has dropped*; she *has bobbed* her hair; father *has been* ill; the house next door *was robbed* last night; Bonzo *was whipped* for stealing; I *am leaving* next term; I *shall go* to Wembley.

149. Complete these statements by adding suitable verbs in *two words*:

The rain... ...; I... ...the tea; I... ... the bread and butter; the clouds... ...; we ... ...to Wembley; my feet... ...; I... ...to Harrow; Jones... ...easily; I... ...that book; my brother... ...his leg; Cambridge... ... the Boat Race; it... ...to-morrow.

150. These verbs in two words are very important. A sentence is a statement that can be *questioned* or *contradicted*; and, as a

rule, we cannot ask a question or deny anything without using a verb in two words:

i. You *have been* to Wembley.
ii. *Have* you *been* to Wembley?
iii. You *have* not *been* to Wembley.

Notice that in sentences ii and iii the two words *have been* are separated, but they are still *one verb*. The word *did* is often used in questions and denials:

i. You *went* to Wembley.
ii. *Did* you *go* to Wembley?
iii. You *did* not *go* to Wembley.

151. Notice that at the end of every *finished* sentence we put a *full stop*. Separate sentences sometimes have a *comma* between them, and sometimes a *semi-colon*. After a question we put a question mark.

152. See if you can mark all the verbs in these passages:

(*a*) The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest,
The cattle are grazing....

(*b*) Bevis rolled over on his back and looked at the sky. The buttercups rose high above his head, the wind blew and cooled his heated forehead, and a bumble bee hummed along.... While he lay there he distinctly heard the Indians in the forest. He raised himself on one arm.

(*c*) He sat with his hat on, and, when he wanted anything, he knocked on the table or the floor, as chance directed, with a thick stick. When he walked out, everyone slipped aside and avoided him, or hid behind the ricks. Jack's pointer dropped his tail and slunk into his kennel.

(*d*) Mark came with him and the spaniel, and they walked softly down the path and peered over the moonlit water, but the heron was not on the island. He was probably on one of the smaller islets; so they returned home and went to bed. Pan curled round by the bedside for an hour, then he arose and crawled under the curtain into the moonlight.

153. Now see if you can put suitable verbs with the words given here:

The hens.... The river.... The larks.... The cows.... He...a friend. She...very lonely. Her hair...curly. His hands...large. I...a dog; his name...Patch; his coat...very thick, and his ears...long. I...to a party last night, and I.....to a concert to-night. Our school...for a week. Mary...fourteen next week; John...ten last Tuesday. Teddy...eight

now. They...towards the hut, for they...the clock...eight and they...it was time they...in bed. As they...near, they...that the door of the hut...open, and a light... ...brightly. They ...that someone was there. Who...it? ...it a friend or...it a stranger, who...refuge there?

154. Extra exercises:

i. Pick out all the nouns, adjectives and pronouns in the examples given.

ii. Look over all the sentences again, and notice where the stops come.

Say clearly:

The tree trunks are trundled on trolleys.

XXVIII. FINDING THE VERBS

155. Let us practise the finding of verbs. Find all the verbs you can in these passages—and look at all the stops very carefully:

(*a*) Come, dear children, let us away;
Down and away below.
Now my brothers call from the bay;
Now the great winds shoreward blow;
Now the salt tides seaward flow;
Now the wild white horses play,
Champ and chafe and toss in the spray.

The hoarse wind blows colder;
Lights shine in the town.

She will start from her slumber
When gusts shake the door...
We shall see, while above us
The waves roar and whirl,
A ceiling of amber,
A pavement of pearl. (MATTHEW ARNOLD)

(*b*) The trumpets sound, the banners fly,
The glittering spears are ranked ready,
The shouts of war are heard afar,
The battle closes thick and bloody.
(BURNS)

(*c*) A king sat on the rocky brow
That looks o'er sea-born Salamis;
And ships, by thousands, lay below,
And men in nations,—all were his!
He counted them at break of day—
And when the sun set, where were they?
(BYRON)

(*d*) Mahound is in his Paradise above the evening star,
(Don John of Austria is going to the war)
He moves a mighty turban on the timeless houri's knees,
His turban that is woven of the sunsets and the seas.
He shakes the peacock gardens as he rises from his ease,
And he strides among the tree-tops and is taller than the trees.
(G. K. CHESTERTON)

(*e*) When fishes flew and forests walked
And figs grew upon thorn,
Some moment when the moon was blood,
Then surely I was born.
(G. K. CHESTERTON)

(*f*) I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend and sing
A faery's song.
She took me to her elfin grot,
And there she wept and sigh'd full sore,
And there I shut her wild, wild eyes,
With kisses four. (KEATS)

(*g*) The breezes blew, the white foam flew,
The furrow followed free,
We were the first that ever burst
Into that silent sea.

Down dropped the breeze, the sails dropped down,
'Twas sad as sad could be;
And we did speak only to break
The silence of the sea.

The sun's rim dips; the stars rush out;
At one stride comes the dark;
With far-heard whisper, o'er the sea,
Off shot the spectre bark. (COLERIDGE)

(*h*) When icicles hang by the wall,
And Dick the shepherd blows his nail,
And Tom bears logs into the hall,
And milk comes frozen home in pail,

When blood is nipped, and ways be foul,
Then nightly sings the staring owl:
Tu-whit!
Tu-who!—a merry note,
While greasy Joan doth keel the pot.
(SHAKESPEARE)

(*i*) She wore her yellow sun-bonnet,
She wore her greenest gown,
She turned to the south wind,
And curtsied up and down.
She turned to the sunlight
And shook her yellow head,
And whispered to her neighbour:
"Winter is dead." (A. A. MILNE)

156. Extra exercise: Find nouns, adjectives and pronouns in these passages. You should learn some of the verses by heart.

Say clearly:

Salop is short for Shropshire.

XXIX. ADVERBS

157. Adverbs go with *verbs* as *adjectives* go with *nouns*. We can take the noun *corn* and put *adjectives* with it thus: *ripe* corn, *some* corn, *that* corn, *much* corn, *no* corn, *fine* corn. So we can take a verb *go* and put ADVERBS with it thus: go *quickly*, go *care-*

fully, go *yonder*, go *there*, go *now*, go *to-morrow*.

We can put a noun and a verb together, and say *rain fell*. We can put an adjective with the noun and say *some rain fell*. We can put an adverb with the verb, and say *some rain fell* YESTERDAY.

158. There are several kinds of adverbs, and we may as well learn three of these kinds at once.

(*a*) ADVERBS OF MANNER, telling *How*:

The crew rowed *well*.
Slowly and *sadly* they laid him down.
Merrily, *merrily* shall I live now.
The troops moved *silently* and *steadily*.

(*b*) ADVERBS OF PLACE, telling *Where*:

He was standing *here*.
There seems to be bad weather *everywhere*.
Hither and *thither* the children ran.
Hope looks *above*, doubt looks *below*.

(*c*) ADVERBS OF TIME, telling *When*:

Yesterday the sun was shining; but there is no sun *to-day*.
It is healthy to rise *early*, and lazy to lie *late*.
It can *never* be.
The doctor is coming *immediately*.
Last night the moon had a golden ring,
But *to-night* no moon we see.

XXIX. ADVERBS

159. Make twelve sentences each containing an adverb (or more than one if you like). Say whether they are adverbs of Manner, Place or Time. Remember that each sentence must end with a full-stop.

There are other kinds of adverbs, but we will not talk about them in this lesson.

160. Pick out the adverbs in these examples, and say what kind each adverb belongs to:

i. The night fell quickly.
ii. How gloriously the sun shines!
iii. He left me here.
iv. Lately he has been unwell.
v. There he would lie peacefully.
vi. The sun moves westwards.
vii. The setting sun gleamed rosily.
viii. You once did love me.
ix. Here and here has England helped me.
x. The past can never come back.
xi. Still flows the stream, and shall forever flow.
xii. A great poet sees life steadily and completely.
xiii. Now the great winds shoreward blow.
xiv. Now the salt tides seaward flow.
xv. Call her once before you go.
xvi. Call once yet.
xvii. Surely she will come again.

xviii. And so she sings most joyfully.
xix. All Etna heaves fiercely her forest-clad frame.
xx. The streams send far their light voice.
xxi. Quietly she reposes.
xxii. He fell backwards into the water.
xxiii. The boy ran gaily homewards.
xxiv. Soon the night will come.
xxv. The king replied angrily.
xxvi. The vessel bears me forwards to the East.
xxvii. Coldly, sadly descends the autumn evening.
xxviii. How lonely rings the echo of my feet.
xxix. If I ever become a rich man,
Or if ever I grow to be old.
xxx. The way winds narrowly.
xxxi. And did you speak to him again?
xxxii. Thus I entered the city, and thus I go.
xxxiii. The chaffinch sings in England now.
xxxiv. He spoke rarely, but he always spoke well.
xxxv. You played that game unfairly.
xxxvi. Doesn't he swim beautifully!
xxxvii. I will gladly do what you ask.
xxxviii. He talks badly because he won't speak distinctly.
xxxix. I hope you will come again soon.
xl. Once I was blind; now I see.

161. Extra exercise: Pick out twenty of the sentences just given, and write them again *with different adverbs*.

Say clearly:

Now the salt tides seaward flow.

XXX. MORE ADVERBS

162. We learned in the last lesson that there are *Adverbs of Manner* (or *Description*), *Adverbs of Place* and *Adverbs of Time*. We must now learn some other kinds:

(*a*) ADVERBS OF NUMBER, telling *How Often*:

Thrice the cat hath mewed.
You are *always* late.
The sun shines in England *sometimes*.
Never speak to me *again*.

(*b*) ADVERBS OF DEGREE, telling *How Much*:

He was *very* tired.
He was *quite* worn out.
He was *nearly* exhausted.
He is *entirely* deaf.

Some of these adverbs go with *verbs*, and some with *adjectives* or *other adverbs*.

Thus *red* is an adjective, and I can say "His face is *red*."

But I can put adverbs in front of the adjective, thus:

His face is *very* red.
His face is *rather* red.
His face is *extremely* red.

Here *very*, *rather* and *extremely* are *adverbs of degree*, helping the adjective *red*.

Willingly is an adverb, and I can say "He came *willingly*."

But I can put other adverbs in front of the adverb, thus:

He came *quite* willingly.
He came *very* willingly.
He came *most* willingly.

Here *quite*, *very* and *most* are *adverbs of degree* helping the adverb *willingly*.

163. Put adverbs into these sentences:

i. I think that is...stupid.
ii. You have done...well.
iii. It is...useless to ask.
iv. The fire is burning...steadily.
v. He bowls...cleverly.
vi. Your nails are much...long.
vii. The trees stood...apart.
viii. He has...just arrived.
ix. You have given me...too much.
x. How many rabbits have you?...two.
xi. I swam...beyond that post.
xii. The sun was...overhead.
xiii. He is...very forgetful.
xiv. I am...late. What, ...? Well, hardly, ...

164. Sometimes three adverbs can be found together:

The clouds are moving *slowly*.
The clouds are moving *more slowly*.
The clouds are moving *still more slowly*.

XXX. MORE ADVERBS

You must learn to think of *more slowly*, and *still more slowly*, as *one* adverb, containing two or three words.

165. Use these adverbs in sentences:

Nearly always, hardly ever, never again, more quietly yet, so very quickly, somewhat carelessly.

166. The common word *not* is also an adverb:

I am going
I am *not* going } used with a verb.

The water is warm
The water is *not* warm } used with an adjective.

It is here
It is *not* here } used with an adverb of place.

He spoke unkindly
He spoke *not* unkindly, though firmly } used with an adverb of manner.

167. Adjectives and adverbs:

Many adverbs are formed from adjectives. We can arrange them in pairs, thus:

Slow, slowly; happy, happily; weary, wearily.

Make twenty pairs like these.

Say clearly:

Whenever the old man felt ill-health returning, he always put on a flannel belt.

XXXI. DIVIDED VERBS

168. A verb is very often made up of two or three words. If your mother says to you, "*Drink* your tea, John," you might reply, "I *have drunk* it," or "I *shall drink* it presently," or "I *am drinking* it now," or "I *am going to drink* it in a minute." We are constantly using verbs like those. Here are some more examples:

i. As I *was going* to school I saw an accident.
ii. I *shall be leaving* school next term.
iii. I *have left* my coat behind.
iv. You *have forgotten* to write the date.
v. You *are reading* the wrong page.
vi. You *will cut* yourself!
vii. He *was hurt* while he *was playing* football.
viii. They *were beaten* by three to two.

169. Now see if you can find the verbs in these lines:

i. The old, happy times are gone.
ii. He was working here yesterday.
iii. That is hurting me!
iv. He was wounded in Gallipoli.
v. I shall sit here.
vi. The sound is carried by the wind.
vii. Nobody shall prevent me!
viii. When I am gone you will forget me.
ix. He was seen here yesterday.

x. Someone had met him in the lane.
xi. They will find him there.
xii. The Campbells are coming.
xiii. You have spoilt it all.
xiv. Surely they are deceived in him.
xv. You will be punished for that.
xvi. I shall be sitting here to-morrow.
xvii. Swallows have been seen already.
xviii. Perhaps he will have finished now.
xix. The match is being played now.
xx. I shall have been gone a week before any letters will reach me.

170. It is very important that you should be able to recognise verbs of this kind, because the parts are often separated from each other by other words, and you must learn how to "pick up the pieces." Look at these examples:

The train *is signalled.*
The train *is* just *signalled.*
Is the train *signalled*?
The train *is* not *signalled* yet.

Notice these sentences. In the first the verb is unbroken; it is *is signalled.* In the second the verb is broken by the adverb *just.* In the third it is broken by *the train.* In the fourth it is broken by the negative adverb *not.*

171. Put together the "broken verbs" in

these sentences. Then describe the dividing words:

i. The men and dogs are now gone to rest.
ii. He was certainly working here yesterday.
iii. That is not hurting me.
iv. He was twice wounded.
v. Here will I sit.
vi. The sound is sometimes carried by the wind.
vii. Nobody shall ever stop me.
viii. When I am really gone, you will then regret me.
ix. Someone had there met him.
x. They will certainly find him there.
xi. They are now coming.
xii. You have quite spoiled the game.
xiii. They are surely deceived in him!
xiv. You will be severely punished for this.
xv. I shall perhaps be sitting here to-morrow.
xvi. Swallows have already been seen.
xvii. Perhaps he will now have finished.
xviii. The match is now being played.
xix. I shall perhaps have been gone a week before any letters will reach me.

172. Now write twelve sentences of your own containing divided verbs. The examples given above will help you.

Say clearly:

Thy will be done in earth as it is in heaven.

XXXII. QUESTIONS AND NEGATIVES

173. We learned in the last lesson that verbs are sometimes made up by two or more words, and that these words are sometimes separated from each other. We must now learn something about the special forms of statement in which the verbs are nearly always separated.

The words forming the verb are separated in QUESTIONS.

Put together the verbs in these sentences:

i. Are the men and dogs gone to rest?
ii. Was he working here yesterday?
iii. Is that hurting you now?
iv. How often was he wounded?
v. Shall I sit out here?
vi. Did you forget me?
vii. Will you take one of the front seats?
viii. Do I sleep, do I dream?
ix. And will he not come again?
x. Where are you going?
xi. What will he do with it?
xii. And are you really leaving us?
xiii. Shall we, at some future time, meet again?
xiv. And will you never forgive him?
xv. Will you never, at any time, forget his crime?

xvi. Is this, after all, going to be the end?
xvii. Will they ever find him?
xviii. Are you never, never coming?
xix. Will some member of the audience kindly volunteer?
xx. Will those who have to receive prizes come this way?
xxi. Will someone kindly volunteer?
xxii. Will the prize winners come this way?
xxiii. When are they coming?
xxiv. When are the expected visitors coming?
xxv. Why did you do that?
xxvi. Why did you so thoughtlessly and carelessly do that?
xxvii. Were you really deceived in him?
xxviii. Have the swallows come?
xxix. Have the swallows been seen yet?
xxx. Have the swallows been already seen?
xxxi. Will he now have finished?
xxxii. Will he have quite finished?
xxxiii. Is the match now being played?

174. In a NEGATIVE STATEMENT the words forming the verb are separated. What is a "negative statement"? Look at these examples:

{I know.
{I do *not* know. (Negative)

{I am coming to-morrow.
{I am *not* coming to-morrow. (Negative)

In the first there is only one verb, *know*; but

before we can make it negative it has to be turned into two words, *do know*, and these two words are then divided by the *negative word* NOT. In the second there are two words in the verb, *am coming*, and these are divided by the *negative word* NOT.

175. Mark the verbs and the negative words in these sentences:

i. The men are not gone yet.
ii. He was not working here yesterday.
iii. It does not hurt me.
iv. He did not arrive till last night.
v. The doctor does not think there is any danger.
vi. Such a thing should never happen here.
vii. Such a thing should never have happened here.
viii. Such a thing should no longer happen here.
ix. Please do not take that seat.
x. I shall never, never forget him.

176. *I shall*, *they will*, etc., are usually shortened to *I'll*, *they'll*. The negative word *not* is usually shortened to *n't* and joined to the part of the verb before it. Thus, *was not* becomes *wasn't*, *are not* becomes *aren't*, *cannot* becomes *can't*, *shall not* becomes *shan't*, *will not* becomes *won't*, *did not* becomes *didn't*, *is not* becomes *isn't*, *do not* becomes *don't*, *does not* becomes *doesn't*.

NOTE: there is no short form of *am not*; *amn't* is rather unusual; *I ain't* is vulgar; *it ain't, he ain't, you ain't, they ain't* are all vulgar and entirely unnecessary; and *I aren't* is quite wrong. Never use any of them at any time.

Actually the shortened form of *I am not* most generally used is *I'm not*, in which *am* is shortened and *not* left in full.

If you have to write out the parts of the verb in a sentence like *He isn't coming*, you must fill up the shortened word, and separate it from the word it is joined to. Thus, *He isn't coming* = "*He is* NOT *coming*."

177. Write out these sentences in full, and mark the verbs:

i. I shan't be coming to the match.
ii. He isn't going up this term.
iii. They can't prevent it.
iv. Harry doesn't mean all he says.
v. The girls in that form don't seem interested in anything.
vi. When I'm gone, you'll soon forget me.
vii. They won't dare to try that on me!
viii. Can't you see how silly it is?
ix. It isn't silly.

x. I'm not sure they won't find they're mistaken.
xi. Don't make a fuss, you haven't spoilt it.
xii. Surely they're not deceived by him!
xiii. Surely they aren't deceived by him!
xiv. He'll never do such a thing!
xv. He won't do such a thing!
xvi. You'll not be punished for that.
xvii. You won't be punished for that.
xviii. I shan't be sitting here to-morrow.
xix. The swallows haven't been seen yet.
xx. The swallows haven't yet been seen.
xxi. We can't start yet, the tide hasn't turned.
xxii. The match isn't being played here at all.
xxiii. The match won't be played here this year.
xxiv. Aren't you going to the match? No, I'm not.
xxv. Wars aren't won by shouting.
xxvi. You shouldn't say "I shan't."

Say clearly:

He was quite the most hated and detestable of his kind.

XXXIII. SUBJECT AND PREDICATE

178. Look at this statement: *Caesar fell.*

We name somebody: *Caesar.*

We say what he did: *fell.*

We see that there are *two parts* to the fact: 1. *Who did it*, 2. *What he did.*

Look at this statement: *The boy stood.*

There are the same two parts: 1. *Who did it* (The boy), 2. *What he did* (stood).

Look at this statement: *The boy stood on the burning deck.*

There are the same two parts: 1. *Who did it* (The boy), 2. *What he did* (stood on the burning deck).

Look at this statement: *The noise of battle rolled.*

There are the same two parts: 1. *What did it* (The noise of battle), 2. *What it did* (rolled).

Look at this statement: *The sweeping waves rolled on.*

There are the same two parts: 1. *What did it* (The sweeping waves), 2. *What they did* (rolled on).

179. We can describe these two parts in another way:

1. WHAT WE ARE TALKING ABOUT: *Caesar*,

fire, *the boy*, *the noise of battle*, *the sweeping waves*.

2. WHAT WE SAY ABOUT IT (or about them): *fell*, *burns*, *stood on the burning deck*, *rolled*, *rolled on*.

180. We must now learn three very important names:

1. *Who did it*, or *What we are talking about*, is called THE SUBJECT.
2. *What the subject did*, or *What we say about the subject*, is called THE PREDICATE.
3. The *Subject and the Predicate together* make up A SENTENCE.

181. You already know what sentences are, for you have been trying to use them ever since you could talk; but very likely you didn't know that there MUST be two parts to every sentence you use: 1. *Something to talk about* (a SUBJECT), 2. *Something to say about it* (a PREDICATE).

Look at this statement: *Snow is white.* There are the same two parts:

1. What we are talking about (Subject), *Snow*.

2. What we say about it (Predicate), *is white*.

Here the snow doesn't DO anything, it IS something. It is important to remember that sentences deal with BEING as well as DOING. There are other important forms of sentences, but we won't talk about them in this book.

182. Let us now divide in this way the sentences we have already talked about:

SUBJECT	PREDICATE
Caesar	fell
Fire	burns
The boy	stood on the burning deck
The noise of battle	rolled
The sweeping waves	rolled on

Now divide the following sentences in the same way. (Notice that every *finished* or *completed* sentence ends with a *full-stop*):

i. Rain fell.
ii. It rains.
iii. It is raining.
iv. The Germans surrendered.
v. They surrendered.
vi. They gave in.
vii. Harry swims well.
viii. He swims well.

ix. He is a good swimmer.
x. The way was long.
xi. The wind was cold.
xii. The minstrel was infirm and old.
xiii. The knight fought bravely.
xiv. Many men came into the hall.
xv. The squires lay down to rest.
xvi. The stars shine brightly.
xvii. The stars are shining brightly.
xviii. The lady sat alone.
xix. She sat alone.
xx. She was sitting alone.
xxi. The mistletoe hung in the castle hall.
xxii. The holly branch shone on the old oak wall.
xxiii. Many men were now entering the castle gate.
xxiv. The weary squires had lain down to rest.
xxv. The knights and their squires had fought bravely.
xxvi. The men and their dogs were busy with their meat.
xxvii. The moon was shining brightly.
xxviii. The stars were shining brightly.
xxix. The moon and stars were shining brightly.
xxx. The lady and her son sat together.
xxxi. His hand was true.
xxxii. His voice was clear.
xxxiii. His hand and voice were true and clear.
xxxiv. The king was in his counting-house.
xxxv. The sun went down.
xxxvi. Darkness came quickly on.
xxxvii. His name is John.

xxxviii. I am going to bed.
xxxix. The horse and his rider are thrown into the sea.

183. Make sentences by adding Predicates to these Subjects:

i. The queen....
ii. Those boys....
iii. A ship with its sails set....
iv. I....
v. The winds and waves....
vi. Somebody....
vii. All my friends....
viii. Cricket and football....
ix. My wireless set....
x. King Arthur....
xi. King Arthur and his knights....
xii. This little pig....

184. Make sentences by putting Subjects to these Predicates:

i. ...have a dog.
ii. ...am going for a holiday.
iii. ...flew quickly past.
iv. ...are very difficult.
v. ...have been defeated.
vi. ...are making a wireless set.
vii. ...rode many miles.
viii. ...called his men about him.
ix. ...painted wonderful pictures.
x. ...saw wonderful visions.

xi. ...come in our dreams.
xii. ...makes people happy.

185. Make twelve sentences of your own, and divide them into Subject and Predicate.

Say clearly:

We ought now to know something about Subject and Predicate.

XXXIV. WORDS AND MEANINGS

186. The English language is very rich in words, and so part of our education must consist in discovering and possessing as much of this treasure of words as possible. In particular, there are many groups of words that have *almost* the same meaning, but never *quite* the same meaning. Let us take as an example the two words *habit* and *custom*. We can use them thus:

It was his *custom* to drink a glass of hot water every morning.

He had formed the *habit* of drinking a glass of hot water every morning.

Here the two words seem exactly alike. His *practice* of drinking a morning glass of hot

water can be described as one of his *habits* or as one of his *customs*. But let us try two more sentences:

She has the bad *habit* of biting her nails.
It is the *custom* everywhere for soldiers to salute their officers.

It would be wrong to put *custom* in the first sentence or *habit* in the second. We need not discuss at the moment what is the difference between a *habit* and a *custom*; it is enough that we feel it wrong to talk about a *custom* of "biting nails."

187. Now see if you can discover some of these similar words.

Find other NOUNS that mean almost the same as these—you may find several, if you can, for each of the given examples. Thus for *dog* you could give *tyke*, *hound*, *cur*, *bow-wow*. What is very important is that you should put *noun* for *noun*, *adjective* for *adjective*, *verb* for *verb*, and so on. Thus it would be *quite wrong* to put *joy* and *happy* together as a pair. Why? Now see what you can do with these nouns:

Baby, house, grate, horse, joy, fun, sorrow,

field, road, gun, stick, ship, likeness, piece, peace, size, pot, thought, shadow, river, pair, leader, violin, room, order, cart, end, flower, middle, flock, example, arithmetic, crowd, moment, almanac, clock, twilight, change, reason, power, weakness, noise, parcel, inhabitants, growth, top, bag, clothes, gown, cunning, friendship, pluck, book, pier, fear.

188. Find other ADJECTIVES that mean much the same as these:

Merry, still, great, little, full, noble, honest, simple, clever, kind, heavy, whole, right, tidy, rare, old, sweet, late, steady, quick, weak, strong, far, near, flat, beautiful, sharp, ugly, horrid, fragrant, faint, dark, blind, careless, polite, difficult, sure, false, ignorant, wise, mean, cunning, evil, enough, many, important, hearty, ready, free, perfect.

189. Now, as a different exercise, find adjectives that mean something *quite different* from those given. Thus, if you are given *clean*, these would be adjectives of opposite meaning: *dirty*, *filthy*, *begrimed*, *soiled*.

190. Find other VERBS that mean almost the same as these:

To work, to pull, to press, to hate, to call, to speak, to allow, to ask, to get, to give, to take, to please, to rest, to sleep, to mourn, to hope, to

kill, to fear, to wish, to stare, to hide, to boast, to respect, to make, to join.

191. Use in sentences as many of the given words, with their "similars" and "opposites," as your teacher wishes. If you are asked to use the verb *to walk*, you can use any part of the verb, as:

A postman has *to walk* many miles; I *walked* to Oxford last summer; he *is walking* as if he were lame.

192. Find twelve pairs of opposite NOUNS, like *heat* and *cold*, *day* and *night*.

193. Find twelve pairs of opposite ADJECTIVES, like *hard* and *soft*, *wet* and *dry*.

194. Find twelve pairs of opposite ADVERBS, like *quickly* and *slowly*, *often* and *seldom*.

195. Write twelve sentences each containing two ADJECTIVES describing the same thing.

Examples:

The *snow* is SMOOTH and WHITE before it is trampled. The *sailor* was TALL and SUNBURNT.

196. Notice that if the descriptions

"match," we can put AND between them; if they *don't* match, we must put BUT between them.

197. Write twelve sentences each containing two "unlike" ADJECTIVES describing the same thing.

Examples:

The *house* was LARGE but UGLY. *David Balfour's uncle* was RICH but MISERLY.

198. In each of these sentences there are two words of opposite meaning. Write down each pair of opposites. In some of the sentences there may be more than one pair of opposites. Write down all the pairs:

i. Crabbed age and youth cannot live together.
ii. The mighty deep did seem the gentlest of all gentle things.
iii. The world is too much with us; late and soon,
Getting and spending, we lay waste our powers.
iv. Heard melodies are sweet, but those unheard
Are sweeter.
v. The child is father of the man.
vi. The rainbow comes and goes, and lovely is the rose.
vii. Land and sea give themselves up to jollity.
viii. It broods like a master o'er a slave.

ix. Youth is nimble, age is lame,
Youth is wild and age is tame.
x. For sweetest things turn sourest by their deeds.
xi. Now follow thy fair sun, unhappy shadow.
xii. Weep not, my wanton, smile upon my knee,
Mother's sorrow, mother's joy.
xiii. Thou hast finished joy and moan.
xiv. Come lasses and lads, get leave of your dads.
xv. Must falsehood banish truth?
xvi. The sun went down and the stars came out.
xvii. Across the dark the gleaming radiance fell.
xviii. Bid misery go, bid merriment advance.
xix. Farewell day, welcome night,
Sorrow come, and joy take flight.
xx. And here a palace next a dungeon stands.

XXXV. SOUNDS AND SPELLINGS

199. One great difficulty about our language is that many words in it are spelt rather oddly. Thus, to take a very common example, the two words *their* and *there* have exactly the same *sound*, but they are not *spelt* alike, and some young persons at school take a long time to learn when they must write *their* and when they must write *there*. And there are words like *bow* that have the same

spelling, but different *sounds*. But all the common words in English can soon be learned by those who take the trouble to use their eyes intelligently when they are reading. English is not the only language that has several spellings for the same sound, though it has more of these oddities than any other tongue. We must remember that printed and written words give pleasure to the *eye* as well as to the other organs of understanding, and though a few changes for the better might easily be made in our spelling, a great many violent changes would be disturbing to the feelings. Most people think that the words "love" and "dove" look nicer than "luv" and "duv," and that "borough" looks stronger, and even nobler, than "burrow," which has just the same sound. So let us face the difficulties boldly, and resolve to "pick up" spelling as soon as we can.

200. One special difficulty is the large number of words like *their* and *there*—words with the same sounds, but with different spellings and different meanings. In this

lesson we shall practise using some of these "same-sounders," as we may call them. There are many more, besides those given here. You will be asked to make sentences that will show the difference in meaning between certain words. If you were asked to use the word "aeronaut" in a sentence, it would be quite useless to write "This is an aeronaut," because nobody could tell from your sentence whether you really understood the word. But there would be no doubt at all if you wrote something like this: "This aeronaut is a very clever pilot of air-craft." So be sure that every sentence you make will show the exact meaning of the word. If you do not know the meaning of any word in the exercise, turn to a dictionary. The sooner you get used to a dictionary the better.

201. Make sentences to show the difference of meaning between these words:

Our, hour; bough, bow; barren, baron; bury, berry; bear, bare; berth, birth; bee, be; beat, beet; beach, beech; beer, bier; bore, boar; board, bored; ball, bawl; born, borne; boy, buoy; break, brake; die, dye; dear, deer; due, dew; there, their; the, thee; foul, fowl; fair, fare; feet, feat;

flee, flea; flue, flew; for, fore, four; fourth, forth; guilt, gilt; grate, great; heart, hart; hair, hare; heel, heal, he'll; here, hear; him, hymn; hole, whole; horse, hoarse; yoke, yolk; you, yew, ewe; currant, current; climb, clime; course, coarse, corse; march, March; might, mite; male, mail; mane, main; maze, maize; mare, mayor; may, May; miss, Miss; morn, mourn; moor, Moor; night, knight; none, nun; no, know; not, knot; oar, ore, or, o'er; alter, altar; punch, Punch; pane, pain; pair, pear, pare; peal, peel; piece, peace; plane, plain; pray, prey; right, write, wright, rite; rap, wrap; rung, wrung; rain, rein, reign; reck, wreck; reed, read; root, route; sum, some; sun, son; sale, sail; sell, cell; surge, serge; scent, cent, sent; sea, see; seam, seem; sole, soul; sow, sew; soar, sore; stake, steak; stair, stare; steal, steel; straight, strait; tale, tail; toe, tow; two, too, to; vale, veil; vain, vane, vein; won, one; waste, waist; wait, weight; wee, we; weak, week; war, wore; would, wood; border, boarder; greater, grater; bean, been; blew, blue; bred, bread; aloud, allowed; grown, groan; mind, mined; mustered, mustard; maid, made; missed, mist; moan, mown; new, knew; nose, knows; paste, paced; road, rode, rowed; side, sighed; size, sighs; scene, seen; seize, sees, seas; sold, soled; sword, soared; tide, tied; tax, tacks; toad, toed, towed; told, tolled; choose, chews; throne, thrown; through, threw; wax, whacks; weighed, wade.

202. The humorous (or serious) use of one

of these "same-sounders" for another is called a "pun." Thus, Gratiano, seeing Shylock sharpen his knife on the sole of his slipper to cut the pound of flesh from Antonio, says:

Not on thy sole, but on thy soul, harsh Jew,
Thou makest thy knife keen.

Say carefully:

His death, which happened in his berth,
At forty-odd befell;
They went and told the sexton, and
The sexton tolled the bell. (HOOD)

XXXVI. FINDING WORDS

203. Look at these sentences about homes:

A man lives in a *house*.
A horse lives in a *stable*.

Now write sentences like those, naming the "homes" of these persons or things:

Sheep, pigs, hens, soldiers, birds, a fox, a king, a dog, savages, a farmer, monks, a prisoner, gypsies, bees, cowboys, a clergyman, a ship's captain, Red Indians, poultry, paupers, rabbits, doves, a hermit, a farm-labourer.

204. Look at these sentences:

Money is carried in a *purse*.
A sword is put into a *scabbard*.
Antiquities are kept in a *museum*.

Now make sentences like those about the following:

Books, flour, tea, clothes, tobacco, coal, wine, Treasury notes, oil, beer, motor-cars, school-books, rubbish, treasure, drawings, arrows, violin, clothes for travelling, cattle-food, baby, food for picnic, bricks for carrying, coals for a room, water for the house, water for a district, live fish, cargo, pepper, salt and mustard for the table, water for housework, water for boiling, water for washing oneself, cabbage for boiling, wine for church use, soup for the table, milk for the cat, coal in a ship, money in a shop.

205. Give the special names of these rooms:

A room for books, an entrance room to a house, a room for plants, a room containing many beds, a room for household stores, a room for coal or wine, a room to hold hay, a top room in a house, a room for eating in, a room for cooking in, a room for washing up in, a room for business, a room for storing odds and ends, a room for visitors to stay in, a room for hospital patients, a room for seeing a doctor in, a room for children.

206. Here are two lines from a song by Shakespeare:

> Lawn as white as driven snow,
> Cypress black as ever was crow!

Lawn and cypress are the names of two stuffs like muslin, one white and the other black. The white lawn is compared to snow, and the black cypress is compared to a crow.

207. People are fond of using these comparisons. Thus we can often hear someone say "She went as white as a sheet." Let us see if we can make some comparisons for ourselves. Finish the following sentences:

i. The sea was as smooth as....
ii. Her cheeks were like....
iii. He is as strong as....
iv. Billy is as obstinate as....
v. Sally seemed as bold as....
vi. The wind roared like....
vii. The rain came down like....
viii. Her hands were as cold as....
ix. The car dashed past with the speed of....
x. Old Marley was as dead as....
xi. He ran like....
xii. The frost made the roads seem like....
xiii. The children danced as lightly as....
xiv. Her happy eyes shone like....
xv. Why, my boy, you seem as busy as....

xvi. Tom's hands were as black as....
xvii. What's the matter? you seem as dull as....
xviii. The piper was as lean as....
xix. Poor Mary's cake was as heavy as..., but Ellen's was as light as....
xx. Little Peggy is as sharp as....
xxi. Jingle was as cool as....
xxii. Baby has been as good as....
xxiii. Why, you're standing as stiff as....
xxiv. The little rascal looked as meek as....
xxv. Alice was dancing about with joy, and seemed as mad as....
xxvi. Don't take any notice of him; he's as mad as....
xxvii. It's no good thumping him; he's as hard as....
xxviii. It's no good talking to him; he's as deaf as....
xxix. He doesn't care much for cricket; but he's as keen as...about football.
xxx. With her dolls and her books, she was as happy as....
xxxi. And there the fellow stood, looking as large as...and as pleased as....

XXXVII. MISSING WORDS

208. Look at this piece of verse:

There was an Old Man with a beard,
Who said, "It is just as I feared!—
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

A piece like this is called a "Limerick"—nobody knows exactly why. A great many were written by Edward Lear, a painter, to amuse the children of a friend of his.

209. Now here are a few Limericks with one or two of the words left out. See if you can put in the missing words. Remember, they must make a *rime* like *beard...feared*, *hen...wren*:

i. There was an Old Person of Chili,
Whose conduct was painful and...;
He sat on the...,
Eating apples and pears,
That imprudent Old Person of Chili.

ii. There was an Old Man with a nose,
Who said, "If you choose to...
That my nose is too long,
You are certainly...."
That remarkable Man with a nose.

iii. There was an Old Lady of Chertsey,
Who made a remarkable...;
She twirled round and round,
Till she sank to the...,
Which distressed all the people of Chertsey.

iv. There was an Old Person of Hurst,
Who drank when he was not...;
When they said, "You'll grow...,"
He answered, "What matter?"
That globular Person of Hurst.

v. There was a Young Lady whose eyes
Were unique as to colour and...;
When she opened them wide,
People all turned...,
And started away in....

vi. There was an Old Person of Dover,
Who rushed through a field of blue...;
But some very large...,
Stung his nose and his knees,
So he very soon went back to Dover.

vii. There was an Old Man who said, "...
Shall I flee from that horrible cow?
I will sit on this...,
And continue to smile,
Which may soften the heart of that cow."

viii. There was an Old Man of Whitehaven,
Who danced a quadrille with a...;
But they said, "It's...,
To encourage this bird!"
So they smashed that Old Man of Whitehaven.

ix. There was an Old Person of Dutton,
Whose head was as small as a...;
So, to make it look big,
He purchased a...,
And rapidly rushed about Dutton.

x. There was an Old Person of Anerley,
Whose conduct was strange and...;
He rushed down the...,
With a pig in each hand,
But returned in the evening to Anerley.

xi. There was an Old Person of Filey,
Of whom his acquaintance spoke...;
He danced perfectly...,
To the sound of a bell,
And delighted the people of Filey.

xii. There was an Old Person of Slough,
Who danced at the end of a...;
But they said, "If you...,
You might damage the trees,
You imprudent Old Person of Slough."

210. See if you can make up any Limericks of your own. Get your teacher to give you the first line.

211. Here is a piece of prose with some of the words left out. The missing words are given underneath. See if you can fit them in their proper places:

In my study there are many..., on which I have great numbers of.... There is usually a great deal of...there, but I don't like the...to use her...upon them, because she makes me..., and then I have to go into another...in order to do my....

Duster, room, books, dust, sneeze, work, shelves, servant.

212. Here is another piece, with some harder missing words:

Soon after the battle began the English...

rode up on their...and began to press their... back towards the.... When they found their ...stopped in this..., the...halted, not sure what to do next. Then from behind the...there came a band of...who began to pour in a stream of..., which caused great...and made the...hold up a sign of....

Retreat, arrows, horses, foes, stream, enemy, surrender, knights, bowmen, slaughter, survivors, manner, horsemen.

Say clearly:

The celebrated Mrs Battle played whist.

XXXVIII. SPECIMEN EXERCISES

213. Look at these sentences: "I fell down *because* I trod on some orange peel"; "I fell down, *but* I did not hurt myself." To say "I fell down *because* I did not hurt myself" or "I fell down *but* I trod on some orange peel" would be silly. There are other words like *but* and *because*. Here are a few: *lest*, *unless*, *though*, *that*, *if*. Now see if you can put a sensible word in these sentences:

i. I fell...the ice was slippery.
ii. We could not sit down...the grass was wet.

iii. Rain was falling...the sun was shining.
iv. You cannot go in...you have a ticket.
v. He tried very hard...he did not succeed.
vi. You cannot go in...you have no ticket.
vii. He tried very hard...he might win.
viii. He carried the glass carefully...it was valuable.
ix. He carried the glass carefully...he should break it.
x. I shan't jump in...the water is deep.
xi. He jumped in...the water was deep.

214. Write down your address and the date, as if you were beginning to write a letter.

215. Look at this sentence: "The 25th of December is called Christmas Day." Now write down any other famous days or dates that you know.

216. What is the gender of the italicised words in these sentences:

i. The king and *the stranger* proved to be brothers.
ii. The queen and *the others* were sisters.
iii. *Those* are my uncles.
iv. *Those* are not cows, *they* are all bulls.
v. Half the boys can sit; *the rest* must stand up.
vi. Headmaster and boys: *I* thank *you* for inviting an old fellow like me to distribute your prizes.

vii. *I* am a soldier and *you* are a sailor; but what do we call *those* who are both sailor and soldier?
viii. *We* are shepherds of Bethlehem.
ix. *These* are three kings come from the East.
x. *They* were not giants, *they* were only windmills.
xi. The ships have lost *their* masts.
xii. Three mountains are visible; *they* are very high.

217. Find the "missing word" in each of these lists:

i. Spring, summer, winter.
ii. Sunday, Monday, Tuesday, Thursday, Friday, Saturday.
iii. Oxford and....
iv. Arms and elbows, legs and....
v. Hands and fingers, feet and....
vi. Dogs have hair, cats have....
vii. People have coats, books have....
viii. One, two, three, four, five, six, seven, nine, ten.
ix. People have nails, lions have....
x. People wear hats, policemen wear....
xi. Feet and boots, hands and....
xii. North, south, west.
xiii. People wear coats, soldiers wear....

218. Asking questions:

i. Ask your mother if you may have an apple.
ii. Ask your father to take you to the Zoo.

iii. Ask if you and your brother Tom may go to the Park.
iv. Ask your father to take you and Tom to the pictures.
v. Ask your mother if she is tired.
vi. Ask Bill if he can spell *potato*.

219. Noises: The noise made by a cock is called *crowing*. Now finish these sentences:

i. The noise made by a *whip* is called....
ii. The noise made by a *duck* is called....
iii. The noise made by a *bull* is called....
iv. The noise made by a *mouse* is called....
v. The noise made by a *gale* is called....
vi. The noise made by a *gull* is called....
vii. The noise made by a *motor-horn* is called....

(The teacher can set others.)

220. There are two verbs that people often use wrongly, TO LAY and TO LIE. *To lay* means to put or place something down; *to lie* means to rest, or stretch out one's body in repose. Here are some examples:

TO LAY

i. Mary is going to *lay* the table.
ii. Mary, please *lay* the table.
iii. Mary *lays* the table very nicely, doesn't she?
iv. Mary *has laid* the table very nicely, hasn't she?
v. The cat wasn't there when Mary *laid* the table.

vi. The cat wasn't there when Mary *was laying* the table.
vii. Slowly and sadly we *laid* him down.

TO LIE

i. Mary is now going *to lie* down.
ii. Carlo, *lie* down, sir!
iii. I sometimes *lie* awake for hours.
iv. If you are tired, *lie* down and rest.
v. I always *lie* on my left side.
vi. Carlo always turns round three times before he *lies* down.
vii. When I tell Carlo to *lie* down, he *lies* down at once.
viii. Please let me *lie* here.
ix. The Unknown Soldier *lies* in Westminster Abbey.
x. Be quiet, because mother is *lying* down.
xi. Carlo has been *lying* asleep ever since tea.
xii. When people *lie* down, they are *lying* down.
xiii. Carlo has *lain* there asleep for a long time.
xiv. The hammer was *lying* in the box; it has *lain* there for days.
xv. He is *lying* there now; he *lay* there yesterday; he has often *lain* there.
xvi. I *lay* awake for a long time last night; I hope I shan't *lie* awake to-night.
xvii. Mary hid her face under the bed-clothes, and *lay* there crying.
xviii. He *lay* like a warrior taking his rest.
xix. They took the path that *lay* before them.
xx. I shall feel better after I have *lain* down for a little while.

221. Now see if you can put the right word in these sentences:

i. I shall...down now.
ii. I have been...awake half the night.
iii. It must have...there for weeks.
iv. Uneasy...the head that wears a crown.
v. Do...down and rest for a little while.
vi. The tree has...there all through the winter.
vii. It was...on the table all the time.
viii. Mary has been...the table.
ix. She...still and gave no answer.
x. As a tree falls, so must it....
xi. We were all glad to...and rest.
xii. We...and rested there for over an hour.
xiii. The hens have been...this year.
xiv. The poor fellow is now...at rest.
xv. He...there for many months in great pain.
xvi. Carlo,...here on the rug.
xvii. Carlo must not...on the beds.
xviii. A bricklayer...bricks, but he...down when he wants to rest.
xix. After Mary has...the table, she can... down.
xx. He has been...carpets all the morning; it is time he...down for a little while.

Say carefully:

Polonius. What do you read, my lord?
Hamlet. Words, words, words.

XXXIX. SOME NONSENSE

222. Here is an old Irish story. See how many pieces of nonsense you can find in it:

Sir Gammer Vans

Last Sunday morning, at six o'clock in the evening, as I was sailing over the tops of the mountains in my little boat, I met two men on horseback riding on one mare: so I asked them could they tell me whether the little old woman was dead yet who was hanged last Saturday week for drowning herself in a shower of feathers. They said they could not positively inform me, but if I went to Sir Gammer Vans he could tell me all about it.

"But how am I to know the house?" says I.

"Ho, 'tis easy enough," says they, "for 'tis a brick house, built entirely of flints, standing alone by itself in the middle of sixty or seventy others like it."

"Oh, nothing in the world is easier," says I.

"Nothing *can* be easier," says they. So I went on my way.

Now this Sir Gammer Vans was a giant, and bottle-maker; and as all giants who are bottle-makers usually pop out of a little thumb-bottle from behind the door, so did Sir Gammer Vans.

"How d'ye do?" says he.

"Very well, I thank you," says I.

"Have some breakfast with me," says he.

"With all my heart," says I.

So he gave me a slice of beer, and a cup of cold veal; and there was a little dog under the table who picked up all the crumbs.

"Hang him," says I.

"No, don't hang him," says he; "for he killed a hare yesterday, and if you don't believe me, I'll show you the hare alive in a basket."

So he took me into his garden to show me the curiosities. In one corner there was a fox hatching eagle's eggs; in another there was an iron apple-tree, entirely covered with pears and lead; in the third there was the hare which the dog killed yesterday alive in the basket. Then he took me into the park to show me his deer: and I remembered that I had a warrant in my pocket to shoot venison for His Majesty's dinner. So I set fire to my bow, poised my arrow, and shot one amongst them. I broke seventeen ribs on one side, and twenty-one and a-half on the other; but my arrow passed clean through without ever touching it, and the worst was I lost my arrow. However, I found it again in the hollow of a tree. I felt it; it felt clammy. I smelt it; it smelt honey. "Oh, ho," says I, "here's a bee's nest," when out sprang a covey of partridges. I shot at them; some say I killed eighteen; but I am sure I killed thirty-six, besides a dead salmon which was flying over the bridge, of which I made the best apple-pie I ever tasted.

223. Here are one or two more pieces of

nonsense. Say what is absurd in each of these sentences:

i. It will be a fine day yesterday, I hope. Yes, but it was worse to-morrow.

ii. Next week we expected some news to have reached us.

iii. A blackbird flew out of our garden, just about three inches above the wall. If the wall had been six inches higher, we should have been able to keep it in.

iv. The wind here is very strong: it is as strong as soup.

v. I remember, I remember,
The time when I was born,
And the window where the little stars
Peeped in each summer morn.

vi. He is an industrial boy, never happy but when he is not at work.

vii. A table with four legs should be able to run twice as fast as a boy with two.

viii. That child is older than you think; he is nearly half-past four.

ix. The cook went into the garden to pick a quarrel. As she could not find one, she snatched a few minutes' slumber instead.

x. He gained the prize for punctuation because he was always late.

xi. These onions are very strong; but steel is much stronger.

xii. If the butterfly courted the bee,
And the owl the porcupine,
If churches were built in the sea,
And three times one were nine,
If the pony rode his master,
If the buttercups ate the cows,
If the cat had the dire disaster
To be worried, Sir, by the mouse,
If mamma, Sir, sold the baby,
To a gipsy for half-a-crown,
If a gentleman, Sir, was a lady,—
The world would be Upside-down.
If any or all of these wonders,
Should ever come about,
I should not consider them blunders,
For I should be Inside-out.

Chorus: Ba-ba black wool,
Have you any sheep,
Yes, Sir, a pack-full,
Creep, mouse, creep;
Four-and-twenty little maids
Hanging out the pie,
Out jumped the honey-pot,
Guy Fawkes, Guy!
Cross-latch, cross-latch,
Sit and spin the fire,
When the pie was opened,
The bird was on the brier.

(W. B. RANDS)

From which you can see that nonsense can be very delightful and amusing.

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